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FACULTY COMMITTEE ON EXTENSION

LOUIS R. WILSON E. K. GRAHAM N. W. WALKER M. H. STACY
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M. C. S. NOBLE COLLIER COBB

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The Bureau of Extension of the University of North Carolina

The Bureau of Extension of the University of North Carolina offers to the people of the State:

I. General Information:
Concerning books, readings, essays, study outlines, and subjects of general interest. Literature will be loaned from the Library upon the payment of transportation charges each way.

II. Instruction by Lectures:
Lectures of a popular or technical nature and addresses for commencement or other special occasions will be furnished any community which will pay the traveling expenses of the lecturer.

III. Correspondence Courses:
For teachers in Arithmetic, Economics, Education, English, German, Latin, North Carolina History, Rural Economics, Rural Education, Solid Geometry, and United States History.

IV. Guidance in Debate and Declamation:
Through the High School Debating Union, special bulletins and handbooks, and material loaned from the Library.

V. County Economic and Social Surveys:
For use by counties in their effort to improve their economic and social condition.

VI. Municipal and Legislative Reference Aids:
For use in studying and drafting municipal and State legislation.

VII. A Teachers' Bureau:
To be used as an aid to communities and schools in securing efficient teachers and as a clearing house for information concerning secondary schools and college entrance requirements.

For full information, address

The Bureau of Extension,
Chapel Hill, N. C.

The Bureau of Extension

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II. INSTRUCTION BY LECTURES

Lectures of a popular or technical nature and addresses for commencement or other special occasions will be furnished any community which will pay the traveling expenses of the lecturer. The subjects offered fall into three groups, their nature being indicated by the letters A. B. C. as follows:

Lectures marked A. are popular and of general interest.

Lectures marked B. are specific or technical for study clubs, institutes, farmers' meetings, etc.

Lectures marked C. are lectures or addresses for special meetings, such as commencement, patriotic, and dedicatory occasions, Memorial Day exercises, conventions, etc.

Lectures suitable for both general and special occasions are marked with two letters. In some instances the titles of commencement addresses are not given.

CHARLES WESLEY BAIN, A. M., LL. D., *Professor of Greek.*

B. 1. The Greek Drama; Its Origin and Development.
B. 2. Aeschylus.
B. 3. Sophocles.
B. 4. Euripides.

WILLIAM STANLY BERNARD, A. M., *Associate Professor of Greek.*

A. or B. 1. History of Architecture (one or more lectures).
A. or B. 2. History of Sculpture (one or more lectures).
B. 1. What Is Art?
B. 2. The Birth of the Soul in Art.
B. 3. Architecture and Civilization.
C. 1. Education vs. Culture.

JAMES MANNING BOOKER, Ph. D., *Associate Professor of English.*

A. 1. The Fiction-Making Mind (illustrative readings).
A. 2. The Irish Plays (illustrative readings).

HARRY WOODBURN CHASE, Ph. D., *Professor of the Philosophy of Education.*

A. 1. Fitting the School to the Child.
A. 2. The School and the Twentieth Century.
A. 3. The Child and Heredity.
A. 4. Eugenics.
B. 1. The Individual Child.
B. 2. The High School Pupil.
B. 3. Are the Schools Out of Touch With Life?
B. 4. Character Formation and the School.
C. 1. Citizenship and the School.
C. 2. What the School Ought to Do for the Child.

COLLIER COBB, A. M., *Professor of Geology and Mineralogy.*

A. 1. Where the Wind Does the Work. (An account of the sand-reefs along the North Carolina Coast. Illustrated.)

A. 2. Lessons from the Landes of Gascony. (A region of swamp lands and dunes reclaimed by drainage and tree-planting. Illustrated.)

A. 3. The Yellowstone National Park: America's Wonderland. (Illustrated.)

A. 4. The Work of Snow and Ice. (An account of the glaciers of the Alps and of Alaska. Illustrated.)

A. 5. Paradiso and the Lake District of Northern Italy. (Illustrated.)

B. 1. Geology in Relation to Soils, Drainage, and Crops.

B. 2. Geology in Relation to Wood-textures, the Timber Market, and Wood-using Industries.

B. 3. Geology and Water Supply.

C. 1. Education for Service.

C. 2. New Ideas from the Old World.

WILLIAM CHAMBERS COKER, Ph. D., *Professor of Botany.*

A. 1. A Visit to Luther Burbank. (A description of Mr. Burbank's fruit and flower breeding establishment at Sante Rosa, California. Illustrated.)

A. 2. Across Porto Rico. (A traveler's impressions of this beautiful tropical country. Illustrated.)

B. 1. Bacteriology for the Housewife. (Designed to give an idea of the structure and activities of bacteria and their relation to housekeeping. Illustrated.)

B. 2. Plant Breeding and Its Relation to the Improvement of Farm Crops. (Illustrated by specimens.)

EDWARD KIDDER GRAHAM, A. M., *Acting President and Professor of English.*

A. 1. The Progressive. (A popular lecture on community spirit and development.)

A. 2. The Enjoyment of Books. (A popular lecture on reading.)

C. 1. Ideals and Tasks.

JOSEPH GREGOIRE DEROULHAC HAMILTON, Ph. D., *Alumni Professor of History.*

A. 1. Andrew Jackson, a Product of Democracy.

A. 2. The Real Abraham Lincoln.

B. 1. The Locality as a Field for Historical Investigation.

C. or B. 1. The Question of Constitutional Amendment.

ARCHIBALD HENDERSON, Ph. D., *Professor of Pure Mathematics.*

A. or C. 1. The South's Awakening.

B. 1. The Teaching of Geometry.

B. 2. The Foundations of Geometry.

CHARLES HOLMES HERTY, Ph. D., *Smith Professor of General and Industrial Chemistry.*

A. or B. 1. Chemistry in the Service of Cotton.
A. or B. 2. Aiding Nature in our Pine Forests.
B. 1. Home Illumination.

THOMAS FELIX HICKERSON, A. M., *Associate Professor of Civil Engineering.*

B. 1. Problems of Highway Location, Construction, and Maintenance.
B. 2. Engineering for Land Drainage.

GEORGE HOWE, Ph. D., *Professor of Latin.*

A. 1. The Poetry of the Augustan Age.
B. 1. The Teaching of Latin in the High Schools.

GEORGE MCFARLAND MCKIE, A. M., *Associate Professor of Public Speaking.*

A. 1. Recitals from Kipling.
A. 2. Recitals from Tennyson and Browning.
A. 3. Recitals from Modern American Humorists.
B. 1. The Essentials of Public Speech.

WILLIAM DEBERNIERE MACNIDER, M. D., *Professor of Pharmacology.*

A. or B. 1. The Origin and Prevention of Epidemics of Typhoid Fever.
B. 1. The Value of Diuretic Substances in Different Types of Nephritis. (For county medical meetings.)
B. 2. The Effect of Different Anesthetics on the Pathology of the Kidney in Acute Nephritis.
B. 3. The Effect of Chloroform and Ether on the Heart.

MARCUS CICERO STEPHENS NOBLE, *Professor of Pedagogy.*

A. 1. Scotland and Its Schools.
A. 2. Community Progress.
A. 3. Public Schools and Public Taxes.
A. 4. The Influence of Geography on North Carolina History.
B. 1. Methods of Teaching in the Public Schools.
B. 2. School Management, the Teacher, the Pupil, and the Parent.
C. Commencement and Educational Rally Addresses.

ANDREW HENRY PATTERSON, A. M., *Professor of Physics.*

A. 1. The Story of the Stars. (Illustrated.)
A. 2. The Gyroscope and Its Applications. (With experiments.)
A. 3. Sound Waves and Their Uses. (With experiments.)
B. 1. The Story of Radium. (With demonstrations.)
B. 2. The Teaching of First Year Physics. (With experiments.)
C. Commencement Addresses.

EDGAR RALPH RANKIN, A. B., *Secretary of the High School Debating Union.*

B. 1. How to Organize and Conduct High School Literary and Debating Societies.

CHARLES LEE RAPER, Ph. D., *Professor of Economics.*

A. or C. 1. Taxation by the State.
A. or C. 2. Taxation by the Municipality.
A. or C. 3. Taxation and the Proposed Amendments to the Constitution.
B. 1. Co-operative Marketing of Farm Products.
B. 2. Credits Institutions for the Farmers.
C. Commencement Addresses.

JAMES FINCH ROYSTER, Ph. D., *Professor of English.*

A. or B. 1. The Staging of a Shakesperian Play. (Illustrated.)
B. 1. Methods of Studying the Modern Drama.
B. 2. Woman Suffrage on the Stage.
B. 3. Progressive Changes in Our Everyday Speech.

MARVIN HENDRIX STACY, A. M., *Professor of Civil Engineering.*

A. or C. 1. Some High School Problems.
B. 1. The Farmers' Part in Highway Improvement.
C. Commencement Addresses.

NATHAN WILSON WALKER, A. B., *Professor of Secondary Education.*

A. or C. 1. The School and the Community.
A. or C. 2. Education and Democracy.
A. or C. 3. Our Country High Schools and Their Work. (Illustrated.)
A. or C. 4. The Newer Demands Upon the School and How They Are to Be Met.
A. or C. 5. The State's Educational Agencies.

LESTER ALONZO WILLIAMS, Ph. D., *Professor of School Administration.*

A. 1. The Parent and the School.
B. 1. Those Little Animals We Teach.
B. 2. The Value of Experiment in Teaching.
B. 3. The Pedagogy of Reading.
C. 1. As a Man Readeth, So Is He.

LOUIS ROUND WILSON, Ph. D., *Professor of Library Administration.*

B. 1. The Public Library in Community Building.
B. 2. Books for the Farm and How to Get Them.
B. 3. The Library's Place in the High School Community.

III. CORRESPONDENCE COURSES

Announcement

The University of North Carolina offers to teachers and others extension courses by correspondence under the direction of the School of Education.

The following courses will be given during 1913-'14: Economics, Education, English, German, History, Mathematics, and Rural School Development.

Purpose

These courses are but the beginning of a greater extension work that the University hopes to be able to offer teachers and the public generally at an early day. In this way, it will place University instruction within easy reach of all who may be unable to attend its regular sessions.

The courses are planned with the hope that they will increase both the teacher's and the general reader's knowledge of the subject matter of the text-book and that they will, at the same time, present a rational and consistent method of instruction for the teacher's use in the classroom.

Method and System

Text-books will be required and definite assignments for study will be made as soon as a student registers for the course. Written recitations on the assignments will be required. The papers are to be sent to the instructor who will grade them, make the necessary corrections and suggestions, and return them to the student. In this way direct personal instruction will be given to all. A written examination will be held at the completion of the course.

Time Required

It will require about thirty-two weeks to complete a full course. A course may be begun at any time between October first and March first. If a course should be begun too late in the college year to be completed before the close of the year, it may be completed the following term. Each course will be divided into two parts so that the student may take a full course at his convenience.

Certificates

Upon the satisfactory completion of a course, a certificate to that effect will be promptly issued and sent to the student.

Tuition

The charge for each course is two dollars and the cost of the necessary postage. The fee of two dollars is to be paid upon registration. This small fee will barely cover the cost of stationery and printing. The instruction will be given by regular members of the University faculty whose only motive for giving the several courses is public service and not pecuniary reward.

COURSES OF INSTRUCTION

Economics

1. Economics and Government. A general course in elementary economics. It will treat of the uses of wealth for living, development, and government. It will also treat of the making of wealth by means of agriculture,

manufacture, commerce, and transportation. Text: Raper's *Principles of Wealth and Welfare.* Professor RAPER.

Education

1. A brief study of the Principles of Teaching, the preparation of model lessons based on principles studied. Text: DeGarmo's *Essentials of Method.* Professor NOBLE and Professor WILLIAMS.

2. High School Organization: a study of the American High School, its curricula and methods. Text: Bivin's *American High School.* Professor WILLIAMS.

English

1. Rhetoric and Composition. Practice through theme-writing in punctuation, sentence structure, paragraphing, and the simpler forms of composition. Text: Wooley's *Handbook of Composition.* Associate Professor BOOKER and Mr. SNEATH.

2. General Reading Course in English Literature. The course will attempt to guide the student in a careful and intelligent reading of masterpieces selected from the various periods of English Literature. Professor GRAHAM and Professor ROYSTER.

3. The Modern Drama. Reading and criticism of representative modern dramas: Ibsen, Shaw, Pinero, Jones, Galsworthy, Barker, Hauptmann, Sudermann, Schnitzler, Maeterlinck, Rostand, Brieux, Strindberg. Professor ROYSTER.

German

1. An elementary course equivalent to the first year of high school German. Drill in the essentials of German grammar, translation of easy idiomatic German. Text: Mosher's *Lern-und-Lesebuch.* Professor TOY.

History

1. North Carolina History. A study of the leading facts of North Carolina History. Professor HAMILTON.
2. The essential facts of American History with emphasis laid upon political, social, and economic development. Professor HAMILTON.

Latin

1. Cæsar's Gallic War: Translation; special study of case constructions, analysis of subordinate clauses, exercises in indirect discourse; vocabulary and word-derivation; general reading. Professor HOWE.

Mathematics

1. A review of the principles of arithmetic. Special attention to High School arithmetic. Text: Wells' *Academic Arithmetic,* and Arithmetic leaflets sent by the department. Professor NOBLE.

2. Solid Geometry. A careful study of the text. Original problems. Text: Wells' *Plane and Solid Geometry.* Professor HENDERSON.

IV. GUIDANCE IN DEBATE AND DECLAMATION

EDGAR RALPH RANKIN, A. B., *Secretary.*

This division of the Bureau of Extension offers assistance in two ways:

1. Material is sent from the Library for use in debate and declamation upon the payment of the transportation charges.

2. Through the High School Debating Union it supervises a state-wide debate which culminates in the contest at the University for the Aycock Memorial Cup.

The final contest of the session 1912-1913, in which seventeen schools participated, was won by Messrs. Grady Bowman and Samuel C. Hodgin of the Pleasant Garden High School, Guilford County.

The following bulletins have been issued:
Woman's Suffrage.
Addresses on Education for Use in Declamation.
The Initiative and Referendum.
Public Discussion and Debate.

V. COUNTY ECONOMIC AND SOCIAL SURVEYS

This division of the Bureau of Extension has the supervision of the investigations of the County Clubs, whose purpose is to aid through wisely directed study the efforts to better the economic and social conditions in the various communities of the State.

VI. MUNICIPAL AND LEGISLATIVE REFERENCE AIDS

The work of this division consists in the study of legislative problems and in the furnishing of material that bears upon current legislation.

VII. A TEACHERS' BUREAU

This division attempts to aid communities and schools in securing efficient teachers.